**Action Plan For Intervention Pilot**

**BIG IDEAS ..**

1. Children, teachers and whanau develop positive attitudes towards writing.
2. Strengthen relationships between home and school.
3. Contexts for learning include the culture, identity and language of students.
4. Children and teachers understand that we learn to write by writing.

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|  | **What** | **Who** | **When** | **Reflection** |
| **Phase One** | * Getting to know the kids much better. * Re-read anthologies they have written. Blog entry about how their week has gone. | Nicky | Week One | I am thinking their understanding of what good writing is, is limited simply because the exposure to this they simply have not had.  I got them to write a reflection in their learning log about how they have managed their learning this week and what has been achieved. Maximum of 3 lines. |
| * Chdn to design invitations inviting whanau members to dinner to share stories | Nicky | Week One | 2 out of four chdn at school with a different group member away each day. Have asked them to talk to their parents and identify a day that would suit. Almost impossible to get all 4 families together at once. |
| * Baseline data collected - writing sample leveled against exemplars, ‘What do good writers do?’ STAR, interest/attitude survey designed to collect student voice – Dictaphone voice recording | Nicky | Week One | Student Voice was absolutely fascinating. While some responses I anticipated, others were ‘out of the blue.’ They have all had limited success and experiences to feel proud of quality writing. |
| * Visual display in staffroom for staff members to see the journey. Keep staff informed through Senior Staff Meeting and also Staff Meetings. What is working and what isn’t. | Sharalee/Nicky | Week One | Provided a brief overview at Senior Staff Meeting to discuss how this project has begun. Early days at the moment but lots of people have been asking questions about what I am trialing. Link made about doing things differently. |
| * Approach Liz Brooks about phrases appropriate for Assembly/Modeling. Also Rangitane who are available | Stephen | Week one/two | Stephen has made contact with Zane Taite – School Councilor to help learn phrases/sentences for end of year speech at prize giving. |
| * Investigate technologies available eg. Google Docs or ether pad. |  |  | Google has acquired AppJet Inc. and its EtherPad collaboration product and technology. The EtherPad.com servers have now been shut down, according to [the timetable](http://www.etherpad.com/transition.html) announced previously. |
| **Phase Two** | * BIG QUESTION – What do you want to write about? All 4 of them keen to pursue Campbell Easton (assembly visitor) with the goal of making something. I think this experience to be tactile, develop oral language and have some authentic learning experiences they are interested in will be worthwhile. Writing task – a letter outlining who they are and what they would like to happen | Nicky | Week 3 | Emailed letter off and students heard back from him 4 days later. Now organizing logistics. Shared writing with 4 individual letters. |
| * Bought them all a personal journal that they can keep at home. Explicit conversation that they will get better at writing by writing. Negotiated 5-10 mins and an entry would be made every day. | Nicky Target Group | Week 3 | Two students brought it to school the following day very proud of the contents of their entry and wanted to share it with me before school started that morning. One had spent the time decorating and personalizing it and wanted me to cover it with Duraceal to protect it. |
| * ‘Expert’ Teleconference | Nicky/Chris Braid | Week 3 | Discussed writing this year that they have not been motivated with. Made to write Haiku and Ciniquain poetry forms. Chris gave resources that might spark curiosity about the world they live in. investigation templates and writing templates that support reluctant writers as structure and outlines are provided. Literacy Online Chat function to pose questions is a forum to network with others and similar dilemma’s. |
| * Telecom competition to win a Smartphone. Asked them if they would like to enter while we are getting the Metalform project organized. Needed a photo of a place that was special to them and a brief description of where it was and why it is special. | Nicky and Target Group | Week 4 | Emailed drafts off to Chris Braid – offered to be a writing mentor and give feedback to them along the journey of their writing process. |
| * Staff Session with Anna Stephens | Whole Staff | Week 4 | Asked to make notes of characteristics of a ‘good writer.’ Looked through draft writing books. Preparation for TOD where we design a School Wide tool to level writing. |
|  | * Chris Braid Meeting (RTLit) | Nicky | Week 5  (End of term Two) | Promoting their reading with authors they are interested in – more books to find and links to be made. Castles by Colin Thompson could be a catalyst to motivate writing. Short writing projects ie. The target group becoming tutors with younger students. Frameworks, T Charts that compare and contrast could be shorter snippets of writing that promote quality and being succinct. BIG QUESTION – Do I want little and often or not much that takes a long time? Providing sentence starters for them might get them going a bit quicker. Some resources to find that Chris left with me. |
| **Phase Three** | * Metal Form Project (Engineering Firm) This opportunity is based around creativity and ideas the target group have with what they want to make/design – Remote controlled helicopters, Land Yacht, Go Kart. Tuesday afternoons 1-3pm Should provide opportunities for oral language, research they will have to do and writing opportunities. Literacy learning (BIG PICTURE) and how the purpose (they want to make something) will identify the types and styles of writing necessary. | Nicky  Target group | Week 6  (Term 4) |  |
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